**SALISH KOOTENAI COLLEGE**

**OBSERVATION, DOCUMENTATION AND ASSESSEMNT OF YOUNG CHILDREN**

**ECED 420**

**COURSE INFORMATION**

1. Number: ECED 420
2. Title: Observation, Documentation and Assessment of Young Children
3. Credits: 5
4. Offered Fall Quarter
5. Location: T Evelyn M Stevenson Education Building Room 114

**PERSONAL INFORMATION**

1. Instructor: Cindy O’Dell
2. Office: Evelyn M Stevenson Education Building Room 103
3. Email: cindy\_odell@skc.edu

**REQUIRED MATERIALS**

Handouts provided by the instructor

**COURSE DESCRIPTION**

**Observation, Documentation and Assessment of Young Children** explores the goals, uses, benefits, limitations and characteristics of child, family, program, and staff assessment along with how assessment is related to outcomes. Students evaluate a variety of assessment tools and strategies plus develop and implement assessment plans. Course assessment plans include systematic observation, documentation and multiple assessment strategies; students implement assessment plans in a professional and responsible manner in partnership with families and professionals.

Prereq: ECED 130; ECED 113; ECED 330

Coreq: none

**COURSE RATIONALE:**

Learning and teaching are parts of an ongoing process or cycle in which goals are set, activities are designed and outcomes are assessed to determine success. Early childhood educators must be adept at observation, documentation and assessment in order to individualize and improve instruction and curriculum.

**CREDIT HOURS**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 5 credit course, delivered over a 10 week term will approximate: 4 hours/week classroom or direct faculty instruction plus a 10 hour (one hour/week) field practicum in a Pre-K-12th grade classroom with diverse learners for a total of 50 hours of seat time. In addition out-of-class student work will approximate a minimum of 10 hours each week (2 hours per credit).

**NAEYC/PEPP STANDARDS SUPPORTED IN THIS COURSE**

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| **NAEYC Standard** | **PEPP Standard**  **10-58-531** | **Critical Assignments:** These assignments are completed at a satisfactory level by all students enrolled in ECED 420. |
| **Standard 2. Building family and community relationships:**  *Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.* | (i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families’ participation in curriculum and program development as well as assessment of children’s learning, including identification of children’s strengths and needs | Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project |
| *.* **Standard 3. Observing, documenting, and assessing to support young children and families:**  *Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning* | (j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to (i) learn about children’s unique qualities, (ii) guide instruction, and (iii) evaluate effective curriculum to maximize children’s development and learning | Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project |
| **Standard 3. Observing, documenting, and assessing to support young children and families:**  *Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning* | (k) make ethical considerations when administering and interpreting assessments including (i) an understanding of family context and involving families in the assessment process, (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people), and (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity: | Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project |
| **Standard 5. Becoming a professional:**  *Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.* |  | Program assessment using the ITERS or ECERS. |

**COURSE OBJECTIVES:** Objectives are grouped according to the NAEYC standard addressed.

As a result of having taken this course candidates will be able to:

* Describe the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of young children including young children with disabilities
* Describe the impact that diversity (e.g., culture and language) has on selection, administration, and interpretation of assessments as well as on how results are reported.
* Describe measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
* Align assessment with teaching goals and curriculum.
* Distinguish between developmental screening and assessment.
* Describe a variety of formal and informal child assessment strategies including when to utilize such strategies/instruments and strengths and weaknesses of each.
* Compare and contrast child assessment strategies and instruments.
* Communicate the results of different types of assessments.
* Describe strategies for involving the child, family and other interdisciplinary team members in the assessment process
* Implement and evaluate strengths-based family assessment.
* Conduct child, family, staff and/or program assessments.
* Utilize assessment information to inform instructional practices.
* Describe strategies for staff and program assessment.

**CULTURAL RELEVANCY**

Assessment will be studied with respect to diversity. Candidates will reflect on how cultural and linguistic diversity may impact assessment results of a variety of assessment tools.

**Candidate Objectives:**

1. Consider the appropriateness of a variety of assessment tools with respect to cultural and linguistic diversity

**CRITICAL THINKING**

This course will engage candidates in critical thinking by having them apply and critique information.

**Candidate Objectives:**

1. Candidates will interpret assessment results.
2. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills and self-evaluation techniques.

**COMMUNICATION**

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate proficient oral communication skills when participating in class assignments.
2. Utilize professional writing when completing course assignments.

\* Tutors are available for students! Please contact the instructor if you have any questions or a need for a tutor.

**REASONABLE ACCOMMODATIONS**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College’s Disability Officer or consult the SKC web page for Students with Disabilities for more information.

**SKC Retention**

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis.  The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you “disappear” from class or they are concerned about your attendance and performance). *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email:[**retention@skc.edu**](mailto:retention@skc.edu)**)**

**Title IX: The U.S. Department of Education’s Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:**

**No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.**

**All employees at SKC are considered “Responsible Employees” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, Rachel Andrews-Gould (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.**

**If any student wants to speak with someone confidentially, the following resources are available:**

|  |  |
| --- | --- |
| **Center for Prevention and Wellness**  **Agnes Kenmille Building**  **Building #51 406.275.4913 or 406.275.4744** | **SAFE Harbor**  **Advocacy Services  24-Hour Advocacy   406.676.0800** |

**Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.**

**GRADING**

Grading will be based on the percentage of total points earned for course assignments.

Comprehensive Child Study and Portfolio =200 pts

Video Responses 25 pts/video (2) = 50 pts

Assessment Research Paper = 50 pts

Program Assessment =100 pts

Total points: =400 pts

**A=90-100%**

**B=80-89%**

**C=70-79%**

**D=60-69%**

**F=59-0%**

**Comprehensive Child Study Project**

**Assignment Description**

Requirements:

1. You will choose a child to work with for this project. This child may be between the ages of 6 months to 5 years of age.

2. Obtain permission from the child’s parent for this project.

3. Observe the child in a variety of settings (e.g., with peers, at home, indoors, outdoors, at meals) and complete anecdotal and running records

4. Complete 7 Developmental Milestones Collection Forms

5. Interview the child’s parent/guardian to obtain information about the child’s strengths, needs, and interests. What are the parent’s hopes, dreams and wishes for the child? Note if there are any health concerns regarding the child. Summarize this information with the parent using photos, quotes, etc., in a poster format.

6. Conduct a screening on the child to examine the child’s development in all areas (cognitive, motor, social-emotional, self-help, and language). Write a ½ to 1 page summary of your findings.

7. Compile samples of the child’s work (even samples of finger paintings for infants), photos or voice recordings in a portfolio format.

8. Assess the child’s strengths and learning styles. Summarize this information in a ½ to 1 page paper.

9. Complete a webbing diagram/individual educational plan describing how you would use the information from your observations/assessments to teach the child. Summarize this information in a 1 page paper.

11. Share the Comprehensive Child Study with the child’s family. Summarize feelings, comments, concerns from this visit in a 1 page paper. (What went well? What might you do differently? How did the family feel about the process?)

**Comprehensive Child Study Project ECED 420**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_

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| **PEPP Standards**  **10-58-531** |
| (i) Candidates demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families’ participation in curriculum and program development as well as assessment of children’s learning, including identification of children’s strengths and needs; and  (j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to (i) learn about children’s unique qualities, (ii) guide instruction, and (iii) evaluate effective curriculum to maximize children’s development and learning; and  k) make ethical considerations when administering and interpreting assessments including (i) an understanding of family context and involving families in the assessment process, (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people), and (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity: |

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| --- | --- | --- | --- | --- |
| **Criteria** | **Unacceptable (0)** | **Developing (1)** | **Proficient (2)** | **Exemplary (3)** |
| **Understanding assessment goals, benefits, and uses** | Introductory statement does not list or does not clearly state goals, benefits or uses of the assessment project. | Introductory statement clearly defines at least one goal and one benefit of the child assessment project.  Candidate clearly states at least two appropriate uses of the assessment project. | Introductory statement clearly defines at least three goals and three benefits of the child assessment project.  Candidate clearly states at least three appropriate uses of the assessment project.  Candidate reflects in-depth understanding of assessment as the heart of good early childhood practice. | Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others. |
| **Using appropriate assessments – use systematic observations, documentation, and other effective strategies – Standard 3b.** | Candidate administers assessment procedures but fails to demonstrate link between assessment and what is developmentally and educationally significant. Assessments are not classroom-embedded, systematic and ongoing. Candidate uses observation but fails to document in a professional and nonjudgmental fashion. | Candidate uses assessments that measure what is developmentally and educationally appropriate. Assessments are classroom-embedded, systematic and ongoing; clear links to standards may not be established. Ability to observe and document child behavior in a professional, nonjudgmental fashion is demonstrated but may not be consistent. At least one appropriate assessment is conducted in addition to observation/documentation. | Candidate uses assessments that measure what is developmentally and educationally significant; clear, in-depth rational provided for why assessments are significant. Assessments are classroom-embedded, standards-related, systematic and ongoing. Ability to observe and document child behavior in a professional, nonjudgmental fashion is consistently demonstrated. At least two appropriate assessments are conducted in addition to observation/documentation. |  |
| **Conduct responsible assessment (aware of professional and ethical standards related to assessment) – Standard 3c.** | Shows little to no knowledge regarding ethical issues involved with assessment. Little to no justification for how assessment process used in project is ethical. Or, assessment practices were unprofessional. | Shows some knowledge regarding ethical issues involved with assessment through justification of assessments used in project. However, justification is not clear or in depth. Or, only one ethical concern is clearly addressed in justification of ethical assessment practices. | Clearly justifies ethics of assessment practices used in project. Multiple assessment concerns such as validity and reliability of administered assessments with young children, cultural and linguistic appropriateness of assessments used, and why it is important to use multiple assessment sources over time are addressed in the justification |  |
| **Know about assessment partnerships with families and professionals – Standard 3d.** | Parental/guardian releases may have been signed prior to the assessment process; however the family was not included in the assessment process or gave little to no input. Or, the family attended the parent/educator conference but did not have prior input into the assessment process. | Parental/guardian releases were signed for the assessment process. Assessment is family-centered but clear justification for the importance of family-centered assessment may not be provided. Parent input into the assessment process was solicited but solicitation attempts were superficial or unsuccessful. Parents participated in a parent/educator process but there was little to no evidence that parents provided input into their child’s development or goals. | Parental/guardian releases were signed for the assessment process. Assessment if family-centered and clear justification is provided for the importance of family-centered assessment. Parent input for assessment and planning was solicited in a respectful fashion and assessment results were shared with parents in a parent/educator conference. Parent input toward the assessment process and child goal planning is valued through a reciprocal process or relationship. |  |

Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

**Assessment Tool Research and Presentation**

**Assignment Description**

Requirement: Choose a screening, assessment or evaluation tool that you would like to know more about. Compile information about this assessment and complete the following:

1. General information and description (e.g. who is it for, age, purpose)

2. Strengths

3. Weaknesses

4. Information about its validity, reliability, cultural relevancy

5. Try it out, *if possible,* and comment on how it went

6. Evaluate its applicability to your program needs

Course Outline – subject to change!

Week one:

Early Childhood Assessment: Implementing Effective Practice

Walk about – what is assessment, why do we assess, why a specific course in EC on assessment, what is important when we observe children, how do you document what you know about children and families, how do you share,

Week two:

Observation basics

Week three:

Standardized assessments in EC

Reliability

Validity

Week four:

Documentation: Portfolios and work samples

Week five:

Program assessments

Week six:

Involving families

Week seven:

Using observations and assessments for planning and instruction

Week eight:

Family conferencing

Week nine:

Putting it all together

Week ten/eleven:

Sharing our learning